

Childminder report

Inspection date: 9 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children flourish in this warm and inviting setting. They demonstrate a strong sense of belonging and build close bonds with the childminder, who is nurturing and supportive. The learning environment is well-resourced and every opportunity is used to support and extend children's learning across all areas.

The childminder works tirelessly to create a curriculum rich in experiences that will excite the children and allow them to see the awe and wonder of the world. She is passionate about providing high-quality care and education and has high expectations for the children. The childminder is a good role model and supports children to make choices and take turns. Children consistently use good manners. They are kind and share resources saying 'thank you' and 'you're welcome', demonstrating great respect for each other.

Children take pride in their achievements and are eager to show visitors what they can do. Young children delight in creating ice-cream sundaes with foam clay and show high levels of interest while making shapes from cinnamon-scented play dough. Pre-school children become fascinated at discovering a spider on the garden shed. The childminder skilfully extends this interest to spark discussions on how its web was formed, encouraging them to share their thoughts and ideas.

What does the early years setting do well and what does it need to do better?

- Children benefit greatly from the high-quality interactions of the childminder, who models good communication and language skills. Children show fluent conversational skills as they speak and listen politely. The childminder expands children's vocabulary and offers positive praise. This helps children to feel valued and builds their confidence and self-esteem.
- Children have plentiful opportunities to explore the outdoor environment. Younger children enjoy exploring the sensory properties of the garden plants such as lavender, while older children run around freely trying to catch butterflies. Children are supported to develop their physical health.
- The childminder differentiates activities to reflect children's ages and individual ability, and provides lots of opportunities for developing their thinking skills and independence. However, occasionally, the younger children are not as well engaged as their older, more confident friends. Therefore, they do not always benefit as much as possible from the learning experience.
- The childminder promotes healthy eating and the importance of good oral health. Children comment that drinking water keeps you hydrated and going to the dentist keeps your teeth strong. Children are given gentle reminders to wash their hands after feeding the pet rabbits and before eating. They also learn to cough into their elbow and dispose of tissues hygienically.

- The childminder is skilful in teaching mathematics. She provides various opportunities for children to count, measure and compare. Children show intense concentration as they use tweezers to select, count and sort coloured bears, repeating the mathematical language used by the childminder. Children's thinking is developed as they discuss how to make their buildings 'square, not just tall'. Children develop good problem-solving skills.
- Children eagerly await their visits to the local shops, parks and farm and delight in opportunities to visit and feed the childminder's pony. This helps children to develop confidence and a growing understanding of the world around them. That said, opportunities for children to extend their awareness of different cultures and traditions beyond their own have not yet been fully developed.
- Partnerships with parents and other professionals are strong. The childminder plans activities based on children's interests and current knowledge and involves parents in developing detailed plans for their next steps. This partnership working has a positive impact on children's learning and development. Children benefit from excellent links with the local primary school and are well supported for their move on to nursery and school.
- The childminder has a secure understanding of how children learn and develop. She also recognises the importance of her own professional development. She has engaged in many opportunities to enhance her practice through a range of online courses, publications and podcasts. Her self-evaluation is accurate and all children are making good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed in depth safeguarding training and ensures that her knowledge remains up to date. She is aware of the signs of abuse and neglect and knows the procedures to follow if she has a concern. The childminder keeps up to date with first-aid training and is confident in administering emergency first aid. For example, she has a good understanding of what to do if a child or baby is choking. She teaches children about keeping safe and managing their own risks, such as when using a knife to chop fruit. The areas used for childminding are meticulously clean and well-organised, and the premises are safe and secure.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enrich opportunities to support children to develop an awareness of each other's differences, cultures and traditions beyond their own
- refine the organisation of daily routines, so that children of different ages and abilities are supported and effectively engaged during activities.

Setting details

Unique reference number	EY445011
Local authority	Halton
Inspection number	10235730
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 October 2016

Information about this early years setting

The childminder registered in 2012 and lives in Widnes, Cheshire. She operates all year round, from 8am to 5pm, Monday to Thursday and 8am to 1pm on Friday. The childminder holds an appropriate childcare qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marianne McDowell

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed the curriculum and the intentions for children's learning.
- The inspector observed the childminder's interactions with children during play and daily routines.
- The inspector read written information from parents and other professionals and took account of their views.
- The childminder provided the inspector with a sample of relevant records and documentation, including evidence of the suitability of adults living and working in the household.
- The inspector observed the quality of education being provided and assessed the impact on children's learning and development.
- All areas of the premises were viewed and the inspector took account of how the childminder ensures that children are safe.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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